

# KIPP DC:

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To: DC State Board of Education

From: Dana Lourie  
Director of Special Education  
KIPP DC

Date: March 24, 2010

Re: Public hearing to review the proposed accountability workbook  
Inclusion of recently exited special education students in the AYP subgroup

I am writing to support the inclusion of exited students from special education into special education subgroups for purposes of calculating Annual Yearly Progress (AYP). As Director of Special Education at KIPP DC, I have seen firsthand the power of excellent teaching and high expectations for students with disabilities. KIPP DC's big audacious goal for students with disabilities is to exit them when they have met grade level standards and have learned how to compensate for their disability.

When we exited students from special education, we hurt our results in annual yearly progress. It is very difficult for special education to make AYP, especially as we continue to exit students. In many cases, if they are proficient on the DC-CAS, then special education services may not be appropriate any longer. When teachers are doing their jobs and students are learning, students will be exited from special education. Special education is then left with students who are not on grade level. We are working tirelessly to ensure their academic growth, so that one day they might be exited too. By calculating students who have been exited from special education into our AYP scores, we will accurately portray progress and acknowledge the hard work of students, teachers, and parents.